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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** 5 Reduce plastic consumption (Ben) | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**   * LoI: An inquiry into the physical, emotional and cognitive changes people undergo as they grow up * Social: Identify roles, rights and responsibilities in society * Social: Use and analyze evidence from a variety of historical, geographical and societal sources | | | | | | **Skills:** | | | | | |
| **Materials:**  Unit notebooks | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 35** | | | **Time: 30 mins** | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening: 5 mins**  Explain to the children that they will be going to Prekinder to ‘spy’ on the children there. They should not interrupt what the children are doing. | | | | | | | | | | | |
| **Main Activity: 25 mins**  The children go to their corresponding PK class and spy on the children. They may look for:  - What the children are doing  - How they behave  - How they talk (English or Spanish) and interact with their teachers and / or peers  - What their classroom is like – chairs, tables, displays, toilet | | | | | | | | | | | |
| **Tier 1:**  These children should look out for evidence of the children’s abilities, inferring from what they see e.g. the children have to go to the toilet more often – we know that because they have a toilet in their classroom. | | | | | | | | | | | |
| **Tier 2:**  These children should make a range of observations relating to the children’s physical features, behaviour and abilities. | | | | | | | | | | | |
| **Tier 3:**  These children may make observations relating to only one area e.g. only physical features, or behaviour, or abilities. | | | | | | | | | | | |
| **Closing: 0 mins**    This particular lesson has no Closing as the children will share their findings in the following lesson. | | | | | | | | | | | |